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ABSTRACT

This Teacher Manual is designed to help the teacher use the four films with maximum effect. While students will learn a great deal just by viewing them, it is essential to involve students in preparatory and follow-up activities using the facts and issues presented in the films. The Teacher Manual provides the following materials to help use the films effectively: (1) learning activities which preview important points the films make, highlight easily missed points, and reinforce and expand on points which the films make; (2) information about alcohol and alcohol education; (3) resources for obtaining additional information about alcohol and alcohol education; and (4) spirit masters for student handouts to accompany selected activities. (Author)

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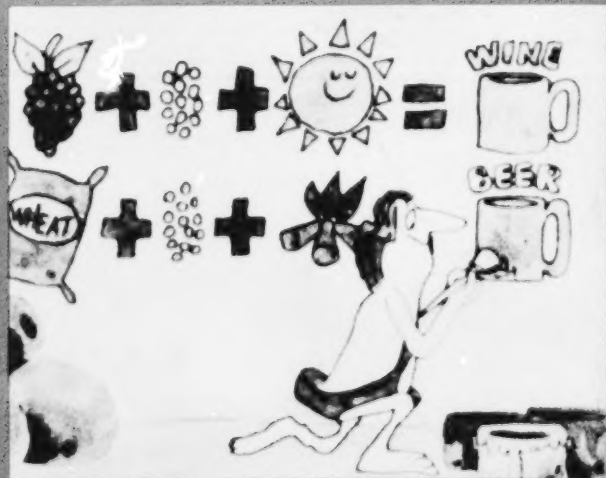
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**A TEACHER MANUAL
for use with**

JACKSON JUNIOR HIGH

**A film series for grades
five through eight on
ALCOHOL EDUCATION**



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Other Materials in the Series

This Teacher Manual and attached Spirit Masters accompany the four films called JACKSON JUNIOR HIGH. A fifth film in the series is an orientation film for teachers and school administrators. Also available is a student booklet, *Kids and Alcohol*, for use in conjunction with the Teacher Manual and films.

There is a second series of five films for the senior high level, DIAL A-L-C-O-H-O-L. This series, too, has its own supplementary Teacher Manual, student booklet and Spirit Masters.

Acknowledgements

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I. INTRODUCTION

Purposes of the Teacher Manual

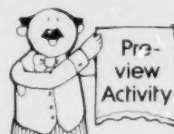
This Teacher Manual is designed to enable you to use the four JACKSON JUNIOR HIGH films with maximum effect. While students will learn a great deal just by viewing them, it is essential to involve students in preparatory and follow-up activities using the issues and facts presented in the films. Students who view films without adequate preparation and follow-up tend to regard the experience as a somewhat frivolous "break" in their normal course work. Moreover, when students do not prepare adequately for viewing films, they often miss or misinterpret many of the points the materials are attempting to stress.*

Organization of the Teacher Manual

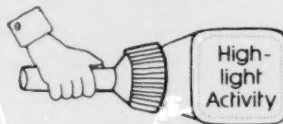
The Teacher Manual provides the following materials to help you use the films effectively.

- Learning activities (pages 6-22) which:

1. *preview* important points the films make;



2. *highlight* easily missed points;



3. *reinforce* and *expand* on points which the films make.



- Information (pages 23-34) about alcohol and alcohol education.**
- Resources (page 35) for obtaining additional information about alcohol and alcohol education.
- Spirit Masters (provided at the end of the Manual) for student handouts to accompany selected activities.

The Goals of Alcohol Education

More adults are directly or indirectly affected by alcohol-related problems than by any other single health problem. It is the nation's number one drug problem, although more publicity has been given to the abuse of narcotics, barbiturates, amphetamines and hallucinogens. It is estimated that there are ten million problem drinkers in the United States and that the typical problem drinker seriously affects the lives of four other people. As many as fifteen thousand traffic fatalities each year may involve problem drinkers, the equivalent of forty deaths every day. Alcohol is a problem for many of the nation's eighty million social drinkers as well. For example, over seven thousand people are killed on the highways every year by social drinkers who, though legally sober, were drinking with dulled reflexes. Moreover, many social drinkers are troubled by feeling compelled to drink when they would rather not. Even abstainers may face alcohol problems in the form of social ridicule.

* For a discussion on how to teach effectively about alcohol, see page 23.

** A glossary of alcohol-related terms may be found in *Kids and Alcohol*, the student booklet.



In order to avoid drinking problems later in life, most youngsters, *while they are still in adolescence*, should begin to clarify their attitudes regarding alcohol and understand those of their parents and our society. Indeed, most youngsters have had their first drink by the time they leave elementary school.

- About two-thirds of seventh grade boys and over half of seventh grade girls have already had at least one drink.
- As many as one in five seventh grade boys drinks beer at least once a week.
- A quarter of all seventh graders report having been drunk one or more times during the past year.
- Young people who drink belong to all ethnic groups and all socioeconomic levels.

Most adolescents, while they may have had one or more drinks of alcohol, have not yet had to *choose* whether or not to drink. Their parents have made that decision for them. However, by the time these youngsters are in high school, most of them will have experienced pressure from their peers to drink or, stimulated by their own curiosity, will have to make some decisions on their own about drinking. Alcohol education at an early age can help youngsters prepare themselves for the time when they will be confronted by the need to decide whether and how much to drink, even if they do not at the moment need to make any such choices.



The goal of the film series, JACKSON JUNIOR HIGH, and the task of alcohol education in general, is to *facilitate the responsible use or non-use of alcohol* by youngsters so that they are able to function untroubled as drinkers or abstainers and so they may be able to provide assistance to relatives or friends who abuse alcohol, or at least remain unhurt by other people's abuse.



What is responsible and irresponsible use and non-use of alcohol? Experts generally agree that drinking is not responsible if it:

1. Creates a problem for the drinker or others, including occasional or continuous problems related to health, safety, employment, and interpersonal relations.
2. Occurs in order to avoid a social, personal or emotional problem for which better solutions are available.
3. Is likely to lead to alcoholism.

For example, an irresponsible drinker would be someone who:

- gets drunk or is impaired by alcohol and drives a car.
- goes to work intoxicated.
- drinks regularly to avoid depression.
- impairs his or her health or contributes to an existing health problem by drinking.

Non-drinkers are acting responsibly if they do not pressure social drinkers to abstain and if their own abstinence is not an attempt to avoid a social, personal or emotional problem for which a better solution is available.

In order to achieve this goal of responsible drinking and responsible abstention, the following principles have guided the development of the films and the support materials.

- The ultimate goal of alcohol education and of the films is not to impart information about alcohol but to promote responsible *attitudes and behaviors*. Therefore, while the materials present considerable factual data about alcohol, their major stress is on encouraging students to make, and then act on, *their own wise decisions* related to drinking and abstaining.
- Most learning that occurs in school is the result of reinforcement, not "one-shot" experiences. The films, teacher manual and student booklet have been carefully designed to provide students with repeated exposure to information and issues about drinking and abstention. For example, students tend to generalize that drinking does x, y, or z to people. They need to be reminded more than once that such

statements are usually misleading and that what alcohol does to and for people depends on *how much* they drink, *how quickly* and *what they want* alcohol to do for them.

- While the films and materials fully and repeatedly recognize the existence and integrity of abstinence as an approach to alcohol, they focus primarily on the majority of students who will experiment with alcohol and become drinkers.
- Some people feel that alcohol education stimulates youngsters to experiment with alcohol. The conviction underlying these films and written materials is that it is better to know about alcohol than be ignorant, since most kids *are* going to try drinking.
- Parents should be encouraged to preview the films and read the support materials to help enable *them* to promote responsible drinking and abstaining at home and thereby reinforce such efforts in the schools. Parental involvement will also help inform the community that the school's approach to alcohol education coincides with most parents' efforts to raise their children to think independently and act responsibly.



II. ACTIVITIES

Chapter II provides a selection of suggested activities by which you can preview, highlight, and reinforce the issues and information presented in each film. There is a different set of activities for each of the four films. The activities for each film are preceded by a brief synopsis of the film and a list of goals the film is designed to achieve. You will want to select from among these exercises those which are most appropriate to your particular students' age level and experience, your community's concerns, and your own time limitations. As you read through the activities, keep in mind the following:

- Each film runs for 15 minutes. Most of the suggested activities take 15 to 45 minutes. This makes it possible to conduct a *preview activity* the same period you show each film to ensure that students know in advance exactly what to look for as they view each film. Following each viewing, it is equally essential to devote part of a class period to one of the *highlight activities* so that students miss none of the important concepts in the films. This *minimum* amount of time needed to use all four films effectively — a preview activity, showing the film, and a highlight activity — will require 4 class periods — a class period for each film.
- The ideal method for using the films is to devote one to three additional class periods per film to several of the suggested *follow-up activities*. This approach will require 8 or more class periods. It would also be a good idea to ask students after showing each film how *they* would like to study the issues raised. As you use some of the suggested activities which follow, you can keep a folder of the ones you will *not* be conducting and encourage students to pursue them as independent study projects.
- Where feasible, the films can be shown in interdisciplinary fashion, with science, health, social studies and home economics teachers working together to develop and implement an integrated alcohol education unit.
- You can show one or two of the films instead of all of them and still help your students begin to explore their attitudes toward drinking and abstention. However, this approach will leave students with an incomplete picture of the many critical issues involved in alcohol use, non-use and abuse.
- Showing the films in the following order will provide maximum motivation and a logical learning sequence:*
- I. ROUTE ONE
- II. THE PARTY'S OVER
- III. BARBARA MURRAY
- IV. LIKE FATHER, LIKE SON?
- Where possible, motivate students to compare information and issues which are raised in one or more films. For example, you can ask your students to compare Fred's drinking philosophy in *THE PARTY'S OVER* with that of Little Jim's father in *LIKE FATHER, LIKE SON?*
- Consider showing one or more of the films a second time after students have engaged in some of the suggested follow-up activities.

*The promotional film which is available to accompany these films suggests a different sequence in which to show the films.

FILM I: ROUTE ONE

Synopsis

A science class at Jackson Junior High is studying different kinds of alcohol. It is interrupted by the arrival of Patches, a St. Bernard belonging to one of the students. Patches is suffering from a hangover caused by some accidental drinking at a wedding celebration the previous day. The teacher uses Patches' misery to discuss misconceptions about hangover cures and how much is the right amount to drink. An animated clip shows the route alcohol takes as it travels through the body and its subsequent effects on the brain and other body systems. Although the program stresses factual material, value-oriented concepts of celebration, consequences, decision-making and responsibility are all touched upon as well as common questions and misconceptions students share. **THINK ABOUT WHAT YOU DRINK ABOUT**, a TV commercial-type song, suggests the tone of the program.



Objectives

In order to make responsible decisions about drinking, students demonstrate:

1. Knowledge of basic information about alcohol and drinking, including
 - the physiological effects of alcohol,
 - the differences between ethyl and methyl alcohol,
 - why alcohol is a drug,
 - the different amounts of alcohol in different kinds of beverages,
 - the amount of alcohol necessary for intoxication,
 - the misconceptions which have developed about alcohol.
2. Ability to decide whether people are responsible for other people's drinking and abstaining behavior.
3. Ability to identify methods by which to discourage or prevent irresponsible drinking by others.



MISCONCEPTIONS ABOUT ALCOHOL

Have students complete the questionnaire, Questions About Alcohol, provided on Spirit Master #1. Tell them not to put their names on the questionnaires. You can also ask the questions orally and have students record their answers on note paper. Mention that the film they are about to see will answer the questions included in the questionnaire. The correct answers follow.

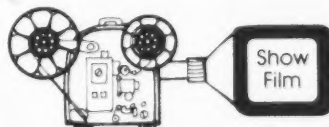
- | | | |
|-------|--------|---|
| 1. T | 6. F** | 11. You may find that most students write |
| 2. T* | 7. T | down only alcohol's negative effects. If |
| 3. F | 8. T | so, ask them why they didn't record any |
| 4. F | 9. F | positive effects. |
| 5. T | 10. F | |

After the class has completed the questionnaire, assign Chapter II of *Kids and Alcohol*. This chapter on alcohol's effects reinforces much of the factual information provided in the film and supplies additional information.

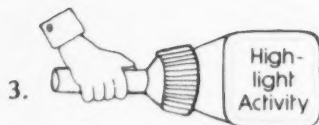


ALCOHOL IS A DRUG

Discuss with the class what a drug is. The American Red Cross defines a drug as "a substance that affects the functions of the body or mind when taken into the body or applied to its surface." Alcohol falls into this category. Moreover, until recent times, alcohol was the best anesthetic available to surgeons, with the result that its medical use confirmed its place as a drug. Have your students give examples of drugs and of drug effects. Make sure they realize caffeine and nicotine are drugs too. The class can then discuss what makes a drug "good" or "bad" or "neutral." Point out that in common parlance the word "drugs" is often used to refer to substances whose use is abused, such as heroin and amphetamines. Instruct your students to keep in mind the definition and characteristics of drugs as they view ROUTE ONE and to be sensitive to suggestions in the film about *what else* alcohol is in addition to a drug — for example, a food, a beverage, and a symbol (of adulthood, femininity, masculinity, sophistication, etc.).



- * The film states that hangovers are caused by the alcohol still circulating in the bloodstream. Hangovers occur *after* the alcohol has left the body. See page 20 of the student booklet, *Kids and Alcohol*, for a definition of hangovers.
- ** While most people refer to the digestive system in order of stomach and small intestine, 80% of alcohol actually enters the bloodstream from the small intestine. See page 3 of the student booklet for a discussion of this process.



DRINKING ISSUES

ROUTE ONE touches on many themes and presents much information which you will want to highlight after showing the film to make sure students are aware of all the points the film is trying to get across. The major *factual* messages the film conveys which you should highlight are indicated on the poli, Questions about Alcohol, which students completed before viewing the film and which you should review after the film. Below are some of the major *concerns* and *issues* the film raises which you will want to bring to your students' attention.

- What effects did the champagne appear to be having on the guests at the wedding reception? Would you classify these effects as "good," "bad," or "neutral"?
- Why were the people drinking at the reception? Are those "good" reasons? Why? Why did the people seem to enjoy drinking? How much could they drink at the reception before you would call them "irresponsible"?
- Why did the adults at the reception allow the children to drink champagne? Should youngsters Bobby's age be allowed to drink *only* on special occasions? Should adults offer alcohol to *other* people's children, as happened in the film? Why or why not?



RESPONSIBILITY FOR OTHERS' DRINKING BEHAVIOR

Conduct a class discussion around the issue of personal responsibility for a friend, relative, or stranger who is drinking too much. First, remind students of the scene at the end of ROUTE ONE in which the class blames Bobby for letting Patches get drunk. Then discuss one or more of the following questions:

- Was Bobby responsible for making sure Patches didn't get drunk? Why or why not?
- If Patches were a human being — say, a younger brother or sister, a parent, or just a guest at the wedding — would Bobby have been *more* or *less* responsible?
- If Bobby is responsible in any of these circumstances, what actions were available to him and which one(s) should he have taken to prevent the abusive drinking?
- Identify other circumstances in which one person is sober while another is beginning to get drunk and discuss whether the sober person is responsible for discouraging or preventing the other person from drinking too much.



RESPONSIBILITY FOR OTHERS' DRINKING BEHAVIOR

Students can role play a variety of situations in which one player must decide whether he or she is responsible for discouraging or preventing alcohol abuse on the part

of another player. Situations which can be role played include:

- two friends together, one of whom is about to drink;
- host at a party confronted with a guest who is getting drunk and plans to drive home;
- two friends, one of whom is drunk and about to drive;
- two friends, one of whom is about to ride with a drunk driver;
- two older youths, one of whom is about to buy alcohol for an underage youngster.

A series of sample role profiles is provided at the end of the activity. Distribute the parts on a *voluntary* basis, making sure that players do not see each others' parts. However, preface each role play with a "scene setting" introduction which describes how the role players got involved with each other. * After each role play, students should discuss:

- what feelings they had while role playing;
- what alternative solutions or outcomes could happen in the situation portrayed;
- how they decided what to say and do;
- whether the friend is responsible for the other person's drinking and why or why not.

Different students can repeat the role play situations using the same role profiles or using ones they themselves develop. Note and discuss the way the same or similar situations are handled differently by different people.

Caution: You need to be careful to observe and comment on whether students exaggerate the drunken behavior in their parts. If they do, indicate that many times intoxicated people do not exhibit grossly drunken behavior. Without this corrective commentary, students may develop unreal expectations about how they and others will behave if they become intoxicated.

SAMPLE ROLE PROFILES

Situation #1: Methyl Alcohol

Drinker

You've always heard that you can get a really great "high" by drinking a little paint thinner. You took a bottle out of your parents' garage yesterday and took it with you to the park. You're with your best friend in the park right now. You pull out the bottle and offer some to your friend. You hope your friend is not going to be "chicken" and refuse to drink with you. If that happens, you'll just have to force your friend to try some. It's no fun drinking alone.

Friend

You are with a friend in the park, just talking. Your friend has just pulled out a bottle of paint thinner and asks you to try some. Your friend says you can get a really good "high" by drinking it. You know your friend will think you're just "chicken" if you say you won't drink any. But, in fact, you really are scared to drink that stuff. You know it has methyl alcohol in it and you think it can hurt your brain or even blind you. What do you say?

* Note: If you have difficulty initiating role plays or your students have not engaged in them before, you may want to: (1) take one of the role play parts yourself in the first role play; (2) duplicate and pass out the role profiles to the students so they can have them in front of them to refer to; (3) use the ending of one of the films as a starting point for a role play (see activity #5 to THE PARTY'S OVER); or (4) have students engage in a written story completion exercise as "practice."

Situation #2: The Beer in the Refrigerator

Drinker

You are at a friend's house, but nobody is home. Your friend's parents have gone out for the evening. About nine o'clock, you both look in the refrigerator for a snack. You see not only Coke and fruit, but also about ten cans of beer. You say to your friend, "Let's open a can and try some!" You've been wanting to try some beer for a while, but your parents say you're too young. How will you be able to persuade your friend to have some beer with you?

Friend

You have invited a friend over to your house for the evening because your parents have gone out for the night. About nine o'clock, you both look in the refrigerator for a snack. You see not only Coke and fruit, but also about ten cans of beer. Your parents let you take a sip now and then at dinner, but you really don't like the taste of it. Besides, you are afraid to drink too much. You don't know what will happen if you do. Your friend says to you, "Let's open a can and try some!" What do you say?



VARIATIONS IN ALCOHOL'S EFFECTS

Students discuss what determines the various effects drinking has on people. The most important influence is how much alcohol people drink. People who drink moderately usually find alcohol has only moderate effects — typically, ones of relaxing them and helping them to feel good and have fun. However, the effects of both moderate and excessive drinking can vary for many people depending not only on how much they drink, but also on:

- their weight
- their drinking experience
- how much they've just eaten or are eating
- how fast they drink
- their expectations, feelings, and the drinking setting

Finally, note that not only are different people affected differently by alcohol, but the same person may also be affected differently by the same amount of alcohol on different occasions. It is difficult to predict, except after considerable drinking experience and insight, how alcohol will affect a person.

This topic is covered in Chapter II of *Kids and Alcohol*, which you can have your students read prior to or after your discussion.



ALCOHOL AND THE BODY

Students can trace the passage of alcohol through the chart of the human body provided on Spirit Master #2. The correct "route" is illustrated on page 3 of *Kids and Alcohol*. At each critical point on the chart, a different student can explain what effect(s), if any, the alcohol has and how the effect(s) may vary with the amount of alcohol consumed.

FILM II: THE PARTY'S OVER

Synopsis

Jackson Junior High students pursue their studies about alcohol. Class members offer many opinions about the relationship between legal drinking age, maturity and responsible behavior concerning the use of alcoholic beverages. In the hall after class, one student, Fred, and a few of his friends decide to crash a slumber party given by Sarah, another class member. Fred announces that he will bring wine and beer to "liven things up." On the night of the slumber party, after Sarah's parents have left for a party of their own, Fred and his friends invite themselves in and turn the quiet evening into a disruptive and unpleasant affair. Sarah is attempting to cope with the situation when her parents arrive home to discover the disarray created by Fred.



Objectives

In order to make responsible decisions about drinking, students demonstrate:

1. Knowledge of the various external influences which may shape their attitudes, decisions and behavior, including parents, peers, social attitudes, school, church, and laws.
2. Knowledge of the effects of their own behavior on other people.



1.

DRINKING EXPERIENCE

Students complete poll provided on Spirit Master #3. This poll is taken anonymously and answers are circled. Immediately after the polls are answered, you and your students tabulate the responses on the chalkboard. Discuss the results with the class in terms of what students *thought* the polls would reveal about themselves and what the results actually show. Assign students to read Chapter III of *Kids and Alcohol* on adolescent and teenage drinking and to compare their own drinking experience with the drinking practices described in the booklet.

Instruct students to keep these drinking and abstention behaviors in mind as they view the film, *THE PARTY'S OVER*. For example, suggest that they think about the teenage party they will see in terms of whether some kids can "handle" alcohol, and, if so, at what age. Tell them to compare their opinions about the legal drinking age with those they will hear in the film.

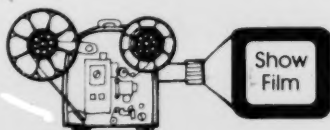


PEER PRESSURE

Ask students to relate incidents in which they have personally been involved where they were pressured into doing something they really didn't want to do. Make clear to them that they need not use examples from their home life. Ask students why they gave in to the pressure. You can also have the students relate instances in which they exerted peer pressure on a friend and why they did so. Remind students that peer pressure does not always result in negative outcomes but is often a *positive* force. Ask for examples of occasions on which peer pressure can be of value.

Instruct students to notice while watching the film instances of:

- peer pressure which was not helpful
- peer pressure which was helpful
- occasions where peer pressure was not exerted but should have been
- peer pressure exerted among members of the same "clique" and between members of different "cliques."



KIDS AND DRINKING AND ABSTENTION

THE PARTY'S OVER raises several important drinking issues related to youngsters which should be highlighted after the showing. For example, you can ask students to discuss:

- What opinions were expressed in the film about the legal drinking age? How do the opinions expressed in the film compare with those the class expressed on the Drinking Experience Poll (Spirit Master #3)?
- What did the students in the film have to say about whether kids their age can "handle alcohol"? Does the class agree? What did the teacher recommend in the film? What information did they learn in *ROUTE ONE* (for example, about alcohol and body weight) which is of relevance to this issue? Does the class agree with the teacher's statement in *THE PARTY'S OVER* that kids should drink only with parents and obey the law? Why or why not?

- Can students identify examples of peer pressure in the film? If so, what were its effects? Did these effects differ depending on whether the pressure was exerted among members of the same clique or between members of different cliques? If so, why?
- Can students identify occasions where there was an obvious *lack* of peer pressure in the film? If so, what were the apparent consequences of this lack?
- Could the problem at the party have been avoided? If so, how and by whom (for example, by Cookie? Sarah? Georgie? Sarah's parents? Fred's parents?)?
- What did the adults at *their* party feel about alcohol education? How do students feel about it?
- What individuals, if any, at the adult party were drinking responsibly and irresponsibly?

Students can read Chapter III on Kids and Drinking in the student booklet, *Kids and Alcohol*, before or after this activity.



VARYING THE FILM SCRIPT

Students can write individually, write in small groups, or narrate variations to the film's script in one or both of the following ways.

1. Students can select or be assigned one of the characters in the film and describe what they would do if they were Sarah . . . or Cookie . . . or the mother . . . or the father . . . and why.
2. Students can complete some leading sentences under the heading, "What would happen if"
 - Sarah's father were sober, reasonable, but tough.
 - Sarah's father were drunk and angered by the situation.
 - Fred were belligerent with the parents.
 - Fred's friends all ran out the back door.
 - Fred passed out.

You can collect these sentence completions, if they are written down, or transcribe them if they are presented orally, and cut up the individual sentences, pasting all the like ones together. Post these and then discuss the different viewpoints.



VARYING THE FILM ENDING

Several students take the parts of the major characters in the film: Fred, Cookie, Sarah, Nora, Georgie, Dad. Tell the students that they are to pick up where the film left off (Dad walking in the door) and see the incident through to a logical conclusion.

Additional role play options might be the following.

1. Sarah gains control over the situation.

Assign parts but this time tell the student who is playing Sarah that she must try to gain control over the situation and get Fred and his friends to leave. The action starts early in the film, just as Fred pulls the wine bottles out of his coat pocket.

2. Cookie defies Fred and persuades him to leave Sarah's house.

Assign parts in the same manner as before. Cookie attempts to get Fred out of Sarah's house. Action starts as Fred is emptying Sarah's father's cabinet of its liquor.

3. Fred passes out.

This time, Fred passes out just before turning the table over. What do the kids do? Ask the students performing the role play to end the story with this new twist. Tell the students that they have 15 minutes before Sarah's parents return home.

After each role play the class discusses:

- The reasons behind the various actions taken (e.g., why does Fred drink? Why won't Cookie confront Fred? Why won't Sarah take any action to get Fred and his friends to leave?).
- The effects of each person's actions on the other participants.
- If the role-play ending is likely to occur in "real life" and why.

6.



PEER PRESSURE PROBLEMS

Students can explore ways to cope with peer pressure to drink or abstain by responding to hypothetical letters from various age students in situations of conflict about alcohol use. Students break into small groups and each group is given the "letters" provided on Spirit Master #4. Tell the groups to act as a consultant bureau. Each "bureau" must answer each letter with a letter of advice. If the students in a particular group disagree among themselves about what their letters of advice should contain, they may develop more than one letter. Each group then presents its responding letters to the class for discussion.

FILM III: BARBARA MURRAY

Synopsis

Barbara Murray, a young substitute teacher at Jackson Junior High, finds her class involved in a discussion of whether alcohol is "good" or "bad." Barbara, a non-drinker who is somewhat defensive about the pressure her friends put on her to try alcohol, avoids the students' question about whether she drinks and turns the discussion to the history of alcohol. An animated section of the film touches on varied cultural and religious customs regarding alcohol, ending with the lyrics, "It's up to you to pick or choose, depending on who you are." The rest of the film alternates between Barbara's search for a reason for her own attitude toward drinking and the class involvement in the question of why people do or don't drink.



Objectives

In order to make responsible decisions about drinking, students demonstrate:

1. Knowledge of and responsible attitudes toward different historical, religious and ethnic drinking customs.
2. Knowledge of reasons individuals give for using or not using alcohol.
3. Ability to evaluate the "image" of alcohol use and non-use as portrayed by current ads, TV, movies, etc., and how this image differs for women and men.
4. Knowledge of alternative means of dealing with peer and non-peer pressure to use or abuse alcohol and responsible attitudes toward resisting such pressure.



DRINKING ON SPECIAL OCCASIONS

Ask students to brainstorm the "special occasions" when alcohol often is and is not served. As students offer their suggestions, write them on the board. When major occasions have been identified, discuss the categories of occasions represented — celebrations, religious ceremonies, parties, etc. Point out that for most Americans alcohol will be present at many important social, cultural and religious events, but that it will not be present

at many other events. Select one such event where alcohol is usually served and ask the class if *everyone* who would attend such an event would drink alcohol and why. Then select an event at which drinking would probably not occur and discuss why. Tell the class to look for occasions in the film — *special and ordinary events* — at which drinking takes place and to think about why alcohol is served at them.

2.

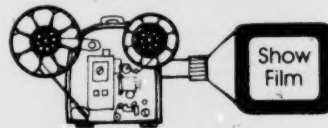


DRINKING AND PEER PRESSURE

Ask the students to listen to the following situations and to write down "yes" or "no" answers to the three questions. Explain that this is not a quiz and you will not collect their answers. They are to imagine that they are the person in the situations.

1. It is a late Saturday afternoon. You went shopping with your parents in the morning and helped with some chores at home earlier in the afternoon and you are tired. You are watching a good TV show and don't want to move until dinner. The doorbell rings and your best friend and two other classmates walk in and ask you to go with them to the park where a lot of the kids meet on Saturdays. You tell them you're tired and will be having dinner pretty soon, but they keep insisting you come along. Do you go with them?
2. Imagine that instead of your best friends and classmates, it is your next door neighbor who comes to ask you to go to the park. Your neighbor is three years *younger* than you — a nice kid, but kind of a pest. Do you go?
3. Finally, imagine that the next door neighbor who comes to ask you to go to the park is one year older than you. You don't see each other very often, but you think your neighbor is a leader among the older kids. Do you go?

Discuss with students the reasons why they might have made different decisions, depending upon who asked them to go along. Discuss the different kinds of "pressures" involved in the situations and, together, define "peer pressure." One definition would be, "An attempt by someone with no special authority or power to persuade another person of equal standing to do something or not to do something." Ask the class to keep this definition in mind while viewing the film and to see how many instances of peer pressure they can identify in the film.



3.



REASONS PEOPLE DRINK AND ABSTAIN

BARBARA MURRAY focuses on why people drink and abstain. Points relating to reasons for drinking and not drinking which you can highlight in the film to make sure students are aware of them include the following.

- There are several abstention groups today who do not believe in any use of alcohol. Which ones are portrayed in the film? Are there others which were not shown? Why do these groups abstain?

- Barbara Murray discovers she may be an abstainer because her parents did not drink while she was growing up. Does this mean children tend to take up their parents' drinking behaviors? Does it mean young people also emulate other parental behaviors, such as smoking, becoming a plumber, swearing, or listening to Beethoven?
- Barbara Murray's boyfriend and friends try to persuade her to drink. What methods do they use? What arguments does she use in return? Why do her boyfriend and friends urge her so persistently to drink?
- At one point, Barbara is about to taste her boyfriend's drink but changes her mind when she hears a man in the back of the cafe drunkenly raise his voice for another drink. Why does this incident seem to discourage her from tasting the drink? What might have happened if she had tasted it?
- Barbara Murray's mother and father react differently to her question about why they never drank. The mother is defensive and the father relaxed and secure. What might account for the difference? How would other people react if asked why they drink or abstain?
- Does Barbara know why she doesn't drink? If she does know, what are the reasons? If she doesn't know, why doesn't she? Is it important that she know why she doesn't drink?
- What are the reasons Barbara Murray gives for not drinking? Are these "good" reasons? Is there such a thing as a "bad" reason for not drinking?
- In general, do people who don't drink find other ways to have fun, relax, or forget about minor worries? If so, how? If not, are some people simply able to tolerate tension and worry better than others? Why?



DRINKING AND IMAGE

Using any current newspaper or newsmagazine, identify well-known figures in politics, entertainment, sports, etc. (Newspapers can assist in identification.) Ask the class to guess (1) whether or not each famous person drinks and (2) if so, what type of drink he or she likes. Explain that you aren't concerned with the "real" or "right" answer, but want to discuss the reasons for the guesses. For example, if students guess that a glamorous entertainment figure drinks champagne, ask them why they chose that drink. Focus the discussion on the kinds of stereotypes associated with various drinks — the "good guy" beer drinker, the sophisticated martini drinker, the tough guy who takes his liquor "straight," and so on. Point out that such stereotypes influence our thinking and our behavior — we may make judgments about other people based on whether or not they drink or on what they drink. We may ourselves behave differently because we want to be like one of the stereotypes — for example, drinking beer even when we don't like the taste because we want to be known as a "good guy."



WOMEN AND ALCOHOL

Divide the class into four teams. Make sure each group has some boys and some girls in it. Assign each team one of the four following categories:

- Women who drink
- Women who don't drink
- Men who drink
- Men who don't drink

Ask each team to list first all the positive and then all the negative characteristics that come to mind when considering their category. Each team then reads its list to the rest of the class. Discuss with the class whatever stereotypes appear as well as contradictions. If "Men Who Drink" are seen much more positively than "Women Who Drink," point out the double standard. Relate the characteristics listed by the students to the stereotypes shown in the movie. Ask students to consider the question, "Is Barbara Murray herself a stereotype as an abstainer, as a substitute teacher, or both?"

FILM IV: LIKE FATHER, LIKE SON?

Synopsis

At Jackson Junior High, young Jim is studying about problem drinking in a class project on alcohol. Jim recognizes that his own father, Big Jim, is a problem drinker. Jim and his father have a very close relationship, and Jim feels he has knowledge that can help his dad. But each time he tries to talk about it, his father becomes belligerent. Jim feels powerless in the face of his father's rage. After a particularly explosive scene between father and son, the father apologizes and promises to change. The viewer is left wondering if the same promise has been given many times before.



Objectives

In order to make responsible decisions about drinking, students demonstrate:

1. Knowledge of some ways of distinguishing between social drinking and problem drinking.
2. Constructive attitudes toward problem drinkers.
3. Knowledge of and ability to evaluate alternate responses to interpersonal situations involving problem drinking.
4. Knowledge of the physical and psychological effects of problem drinking.
5. Knowledge of social agencies available for help and treatment of problem drinking.



1.

WHAT IS "TOO MUCH" DRINKING?

Ask students to write a short description of (or describe orally) a person they feel drinks too much. Make clear that this person should *not* be identified as someone they know. Ask them to be ready to explain *why* they feel the amount of drinking they have described is "too much." Tell them that they are going to view a film which portrays a man who they may also feel drinks too much. They should be on the lookout for things this man says and does which make them feel he drinks normally or too much. Also, tell students the film they will see, while it portrays the son of a man who may drink ex-

cessively, is not intended to help kids cope with problem drinking parents. It's designed to raise general questions about problem drinking and how it affects families, employment, and friendship.

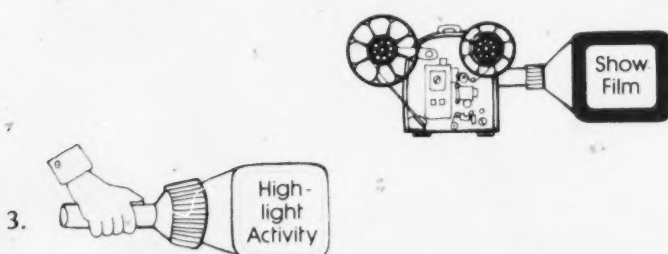


MISCONCEPTIONS ABOUT ALCOHOLISM

Have students complete the anonymous questionnaire, Questions about Alcoholism, provided on Spirit Master #5. You can also ask the questions orally and have students record their answers on note paper. Mention that the film they are about to see will answer many of the questions. The correct answers follow.

- | | | |
|----------|----------|----------|
| 1. | 2. False | 6. False |
| a. False | 3. True | 7. False |
| b. True | 4. False | 8. True |
| c. True | 5. False | |

After the students have completed the questionnaire, assign them to read Chapter IV on problem drinking in *Kids and Alcohol*.



BIG JIM'S DRINKING PROBLEM

Because this film delves deeply into interpersonal relations in a family, and the problems surrounding the alcohol abuse by one member, it is important to highlight and discuss the following points:

- The reasons for Big Jim's current unemployment, followed by discussion of his former employer's possible *attitudes* toward him. Discuss, also, the attitudes of Big Jim's former fellow worker, the bartender, and Jim's drinking companions.
- The attitudes of Big Jim's family toward him. Are they empathetic? Constructive? How do they compare with the attitudes of Fred's friends toward him in *THE PARTY'S OVER*?
- How peer and non-peer pressures operate or do not operate on Big Jim — for example, his wife's trying to "keep things peaceful."
- Big Jim's denial of his drinking problem.
- Big Jim's misinterpretation of events — for example, his former colleague's friendliness and his wife's mentioning the baby is coming on time.
- The interpersonal relations contributing to Big Jim's drinking problem, as well as those that could be part of a solution.
- The physical "tolerance" built up in an individual as a result of heavy, prolonged alcohol consumption. Discuss evidence in the film of Big Jim's "tolerance" level. Point out

that young people without the experience most adults have had drinking do not have as much or any tolerance for alcohol.

- The possible problems Big Jim could have had, but either didn't or didn't reveal (e.g., gastritis, broken marriage, an accident while driving under the influence of alcohol).
- The various treatment methods alluded to in the film. What treatments were available to Big Jim?
- Whether Big Jim should have taken his son into the bar. Is this legal in your community? Should it be?
- The title of the movie. Why is there a question mark after it?



DEFINITIONS OF EXCESSIVE OR PROBLEM DRINKING

Begin by comparing the descriptions students wrote or presented in preview activity #1 of someone who drinks too much. Then compare the students' descriptions of excessive drinking with Big Jim's drinking behavior (and also Fred's in *THE PARTY'S OVER*) for similarities and differences. Discuss how Big Jim drinks (e.g., gulps his drinks, drinks frequently, drinks more than his friends, etc.) and what effects his drinking has had and is having on him (e.g., loss of job, financial problems, fights with wife and son). Try to see if the class can reach a consensus on what the *major* drinking behaviors and drinking consequences are which constitute "drinking too much." Don't expect or even try to get complete agreement, since our society doesn't have any well recognized consensus about what constitutes excessive drinking. To some extent, each individual on his or her own must make that determination. On the other hand, no doubt many of the students' descriptions and certainly many of Big Jim's drinking behaviors are clearly inappropriate and irresponsible. You can also raise for consideration other drinking behaviors students can evaluate as constituting social drinking or excessive drinking, such as:

- one cocktail before dinner
- three cocktails before dinner
- a bottle of wine with dinner
- three beers most days after work to help relax
- five mixed drinks with 1 ounce of alcohol in two hours at a party
- a six pack of beer watching television for three hours on a Sunday afternoon

Students can also read Chapter IV on drinking problems in *Kids and Alcohol* for additional information about what might constitute drinking "too much."



EMPATHIZING WITH ALCOHOLICS

Have students actually abstain (or imagine what it would be like to abstain) from one or more very desirable activities to get an idea of what it might feel like to be an alcoholic — being unable to resist an overwhelming temptation. Examples might include:

- Using no salt and/or sugar in food.
- Not smoking cigarettes.
- Not seeing girl/boyfriend.
- Not using the telephone.

- Not eating candy.
- Not sleeping late on weekends.
- Not watching TV.
- Not drinking Coke or other soft drinks.
- Not engaging in a favorite sport.

Each student can select one or more activities and attempt to abstain from them for an agreed-upon length of time, depending on the activity and its importance to the student's needs and health. At the end of the agreed period, students can write accounts of, or report to the class on:

- Whether or not they succeeded.
- Whether they were confronted with the opportunity to "lapse" and whether their will power diminished in the presence of the "forbidden" activity or object.
- Their feelings during the period of abstinence . . . such as boredom, frustration, anger, grouchiness, preoccupation with or fantasies about the forbidden activity, or jealousy toward others who were not abstaining.

Finally, discuss the ways in which the students' abstention experiment is *not* fully representative of an alcoholic's problems. For example, the students know they can resume their highly prized activity with impunity, while the alcoholic who has stopped drinking knows that to resume drinking may be courting disaster again.



HELP FOR PROBLEM DRINKERS

As a class or in small groups, have students list the possible sources of help for someone with a drinking problem. Examples might be "talk to a spouse," "talk to parents," "talk with a friend," "go to a doctor," "go to an Alcoholics Anonymous meeting."

- Discuss briefly each of the sources of help and types of assistance suggested by the students, adding to their list ones they may not have considered, such as Alcoholics Anonymous, family counseling, Antabuse, and behavioral conditioning. What sources might be available for and effective with Big Jim, for example?
- Discuss whether students feel other family members may need help, both in terms of learning how they may be promoting their spouse's, parent's, or children's abusive drinking and in terms of how they can help themselves to function productively despite the existence of a problem drinker in the family. Do Big Jim's wife and son need help?
- Discuss what Big Jim should do about getting help for *his* drinking problem. Ask if Big Jim is willing to admit he *has* a drinking problem and point out that many problem drinkers do not seek help because they're not willing to admit they have a problem. Ask students to speculate on why such an admission is so difficult for so many alcohol-abusers to make.
- Discuss what actions spouses, bosses, doctors, and others might take which might encourage or even force an alcoholic to seek help. For example, Big Jim's wife tells their son to "try to keep things peaceful." Is she trying to "cover up" for Big Jim's problem? If so, should she?

Students can read Chapter IV on drinking problems in *Kids and Alcohol* for further information on help for problem drinkers.

III. BACKGROUND INFORMATION ON ALCOHOL AND ALCOHOL EDUCATION

This chapter suggests some effective ways to teach about alcohol, moves on to a discussion of what today's youth think about drinking and what their drinking behavior is like, and then provides factual information about drinking and abstention. Some of the factual information in section 3 is provided to students in *Kids and Alcohol*.

1. Teaching about Alcohol

● Objectivity in Alcohol Education

To meet the community's perfectly legitimate concern that schools not promote drinking behaviors or attitudes which are not consonant with those of parents, you should adopt as your instructional strategy in the classroom *absolute neutrality* toward the use and non-use of alcohol. While such objectivity is difficult for some teachers to achieve, you can remain objective if you use the following teaching strategies.

- Avoid moralizing about drinking and abstaining, such as saying, "It's wrong to drink before driving." Instead, indicate the facts: "There's a greater risk of an automobile accident when a driver is drunk."
- Include what a majority of Americans feel are the positive aspects of responsible alcohol use, such as taste, relaxation, appetite stimulation, and conviviality.
- Include discussions of responsible abstinence with discussions about responsible drinking. Encourage students to investigate and discuss reasons for abstaining and attitudes of abstainers toward drinking.
- Welcome all student opinions non-judgmentally. This does not mean simply tolerating divergent views; it means actively soliciting them by:
 - explicitly asking students to express *their* views and feelings and indicating that while you, of course, have opinions and feelings of your own, you are not interested in judging what they say;
 - asking open-ended questions, such as, "Is it all right to get drunk or not?" rather than, "Why is it wrong (or right) to get drunk?"
 - insisting when a student answers an open-ended question that other students, not just the teacher, respond to his opinions and feelings;
 - asking students leading questions, such as, "Why are you concerned about pressures from friends to drink (or abstain)?"
 - clarifying ideas ("Are you saying, then, that drinking six beers is all right if it's done quietly in front of the television but not if it's done at a bowling alley?")
- Tell students who ask, "Do you think it's wrong to . . . ?" that they must form their own conclusions.
- Avoid giving personal advice. This is hard to do since it is what students often want most. Unfortunately, giving advice about drinking rarely helps students because it discourages them from solving their own alcohol problems and asking the right kinds of questions of adults.
- In response to questions about your own drinking behavior and attitudes, either answer the questions honestly or indicate explicitly your desire to keep the information private, extending the same right to your students.

- Make clear to students before showing the films that it's all right for them to "pass" when asked a question, that no one should feel obliged to answer any question. If students don't respond to a question, you might suggest that they think about their feelings, but that they need not express their feelings to the class.
- Above all, concentrate on promoting the process of decision making rather than on specific attitudes or behaviors. All of the above instructional approaches are designed to facilitate this goal of enabling students to come to their own informed conclusions about whether they want to drink and, if so, where and how often.

Your task of remaining objective will be facilitated if before you use the films you think about the educational issues raised for the teacher in the film BARBARA MURRAY. Think about and clarify your own values and attitudes toward drinking as much as possible before teaching about alcohol.

● *Affective Educational Approaches*

Most people's decisions about drinking are made not only on the basis of rational considerations (e.g., "Will getting drunk cause a car accident?") but also as a result of non-rational motives (e.g., "If I let my date drive, will he/she think I can't hold my liquor?"). Some of the major nonrational considerations with respect to decisions to drink or abstain involve peer pressure, role modeling, and self-concept.

You will be able to help students best to make responsible decisions about drinking if you use instructional approaches which help them become aware of and understand these nonrational motives. Many of the suggested activities in the previous chapter are designed to help achieve this awareness, in particular the role plays, polls and small group discussions. Students will also be helped to focus on their feelings and attitudes if you adopt the teaching strategies suggested in the previous section (Objectivity in Alcohol Education) and create an open class atmosphere in which pupils feel free to express their thoughts about drinking to you and to each other.

While encouraging students to investigate their feelings and attitudes about alcohol, you will also want to be careful to protect their right to keep personal thoughts to themselves and their parents' right to prevent the school from intruding into the privacy of the home. Student openness can be effective as an unshared internal thought process, as well as a public classroom dialogue. Your objective should be self-insight, not public revelation. If students do share personal or private information, this should remain in the classroom.

2. Youth and Alcohol

● Drinking Behavior

Many studies have sought to determine how many youngsters drink beverage alcohol and how many abstain, why they drink or abstain, how much and how often they drink, and under what circumstances they drink. Since most such studies rely on what kids say to adults rather than on observed behavior, the findings may be erroneous. However, numerous research studies suggest that the following generalizations about youthful drinking and abstention behavior may be accurate.

How many youngsters drink and how often?

- *A majority of youngsters experiments with drinking.* Most Americans have had their first drink by the time they leave elementary school. Two-thirds of seventh grade boys and over half of seventh grade girls have already had at least one drink. About one in ten seventh grade boys drinks beer on the average of at least once a week.

- *The great majority of young people who drink do not abuse alcohol. Most drink infrequently or moderately — usually beer. Teenage drinking is not limited to the maladjusted or to the poor.*
- Most adolescents first drink at home, in their parents' presence, and with their parents' permission.
- There has been an increase in the proportion of drinking students at each grade level since 1970.
- *About half of high school students report that at least once a month they are part of social occasions where alcohol is served and there is no adult supervision; as many as forty percent are female. Girls drink less than boys, but nearly as many girls now drink alcohol as boys in terms of frequency, but perhaps not in amount.*
- One in four seventh graders reports having been drunk one or more times a year; one in four high school students reports he or she gets drunk four or more times a year. One out of every seven male high school seniors reports getting drunk at least once a week — 52 times a year. *For an unknown minority of teen-age drinkers, perhaps one in twenty, alcohol abuse is a serious problem.*



- One in three high school students reports he or she rides in cars driven by heavily drinking driver at least once a month.

Why do youngsters drink or abstain?

- *Many young people drink primarily because they see it as a symbol of adulthood. As such, their drinking is not usually an expression of rebellion but rather an attempt to feel or appear grown-up.*
- *Many young drinkers also report wanting "to have a good time" and "to feel good" as their principal reasons for drinking. In this respect, their motivations are similar to those of many adult drinkers.*
- Peer pressure seems to exert a significant influence motivating teenagers to continue as drinkers once they have already been exposed to drinking, usually in the home. Adolescent peer pressure to drink either responsibly or irresponsibly is similar to

pressure adults exert on each other to "be sociable," "be one of the guys," "be a man," "show you can hold it," and not be "different." Peer pressure also appears to be a major influence motivating non-drinkers to abstain: abstainers tend to congregate with other abstainers.

- Attitudes and Knowledge about Drinking

In general, youngsters express the same attitudes toward alcohol and have the same misconceptions about drinking as most adults.* For example, high school youth in 1974 ranked alcoholism as the eighth most important social issue with 62% (vs. 67% of adults) saying it was an extremely or very important problem. Seventy-one percent ranked drunk driving as the fifth most important social issue (vs. 76% of adults). Sixty-five percent of teenagers believe that drinking black coffee will sober one up quickly; 62% of adults either share the same misconception or are not sure whether this is true or not. Other misconceptions which a majority of teenagers shares with many adults are that:

- it is easy to tell if a person is drunk even if you don't know him or her well;
- mixing different kinds of drinks can increase the effect of alcohol;
- a can of beer is less intoxicating than an average drink of liquor;
- a cold shower can help sober up a person.

In addition, a large minority of youngsters does not realize that small people are likely to get drunk faster than large persons. Nearly a third of teenagers also believe a person who is drunk can compensate for it when he or she drives.

3. Facts about Alcohol

There is a great deal of information about alcohol only a fraction of which can be presented here. Further information can be obtained by reading one or more of the books and pamphlets listed in the bibliography. The following sections briefly discuss:

- history of alcohol use
 - manufacture of alcohol
 - alcohol's effects
 - problem drinking and alcoholism
 - alcohol and the law.
- History of Alcohol Use**

Before written history, there is evidence of the use of beer and wine in religious ritual, both as a salute to the gods and as a sacred drink whereby man could receive the "divine" power of the alcohol.

Long before the Christian era, however, alcoholic beverages were diverted from religious to common use.

The everyday use of wine and beer sometimes led to drunkenness and to personal and social troubles. Both drunkenness and alcoholism were problems among the Greeks and Hebrews, as well as among the peoples of the Middle East, India, and China. Leaders made

*This finding has important implications for teaching. You will want to stress with your students, for example, that you are not studying alcohol because *they* are especially ignorant about drinking; adults are just as misinformed.

**The following passages on the history of alcohol use have been adapted from *Facts about Alcohol and Alcoholism*, U.S. Government Printing Office (Washington, D.C.: 1974).

numerous attempts to reform or control drinking excesses.

Thus, notions that alcoholism is a modern phenomena, or linked with poverty or wealth or industrialization or advertising are oversimplified and ignore history. Drinking, alcohol abuse, and efforts to control one or both have been with us for a long time.

The modern campaign for moderation — the temperance movement — came to America in the early 1800's. It began with the goal of temperance in its literal sense: moderation.

The next decades brought a significant change. The meaning of temperance gradually altered from moderation to total abstinence. All alcoholic beverages were attacked as unnecessary, harmful to health, and inherently poisonous. The demand arose for total prohibition.

In 1919 the prohibitionists secured passage of the 18th Amendment to the U.S. Constitution, making it illegal to manufacture or sell any alcoholic beverages. From 1920 to 1933 the Amendment remained in effect, shaping the Nation's social patterns, economy, and its underworld life.

In the United States, the proportion of drinkers (among adults aged 21 and over) rose from about 40 percent of women and 65 percent of men before World War II to over 60 percent of women and near 80 percent of men in recent years. These drinkers consumed an average of 2.97 gallons of absolute* alcohol in 1973; about 45 percent was obtained from distilled spirits, 45 percent from beer, and 10 percent from wine. In the past decade, a rise of nearly 20 percent in consumption of absolute alcohol has apparently occurred. However, the present level of consumption appears to be no different from that of the turn of the century.

● Manufacture of Alcohol

Alcoholic beverages are divided into three categories: wines, beers, and distilled spirits. Beer and wine are produced by fermentation, distilled spirits by distillation.

In the process of fermentation, yeast, which is found naturally in the air and on fruit skins, acts on the sugar in fruit juices, converting the sugar to carbon dioxide and (ethyl) alcohol. Fermentation continues until the yeast has converted all the available sugar into alcohol and carbon dioxide, usually yielding a concentration of 12-14 percent alcohol and 86-88 percent water (plus minor amounts of other substances).

Wine is produced when yeast converts the natural sugar of a fruit juice into alcohol and carbon dioxide. Most wines are made from the juice of grapes, but they can be produced using nearly any fruit.

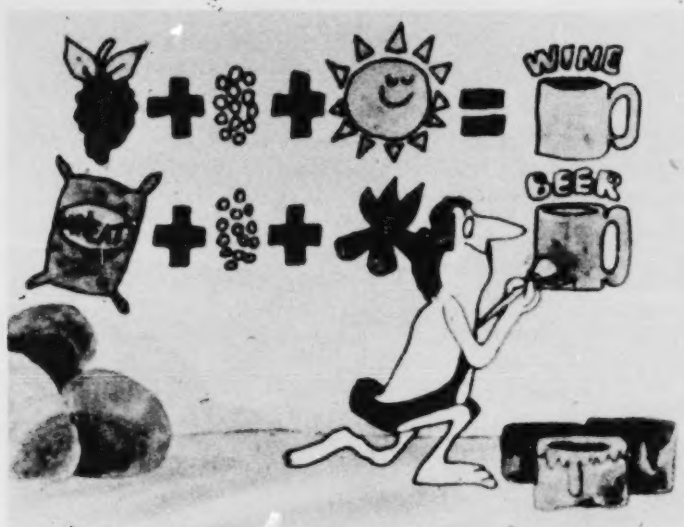
While the alcoholic content of wines cannot exceed 12-14 percent through the fermentation process, stronger ("fortified") wines, such as muscatel, vermouth, and sherry, have alcoholic contents of up to twenty percent resulting from the addition of distilled spirits.

Beer is produced when yeast and cereals (wheat, barley, rye) interact in a process which involves fermentation but is called brewing. Beer normally contains three to six percent alcohol.

Distilled spirits such as whiskey, gin, vodka, and brandy consist essentially of the alcohol contained in wines and beers without the extra water these latter beverages contain and with different flavorings. Distilled spirits are manufactured in a process called distillation. Because alcohol has a lower boiling point than the other ingredients in wines and beers, when the latter are heated to a limited degree, the alcohol becomes vapor which, through a cooling process, can then be reliquified. The resulting high concentration of al-

*That is, the total amount of actual alcohol in alcoholic beverages.

cohol is then aged in charred barrels, a process which creates the distinct flavors of distilled spirits.



Normally, distilled spirits are watered down to get 40-50 percent alcohol by volume,* but the alcoholic content is called "proof," a term which is always double the actual percentage of alcohol. (For example, 80 proof on the label means 40 percent alcohol.)

● Alcohol's Effects

Just how alcohol affects how someone thinks, feels, and behaves is determined not only by how much alcohol he or she drinks and his or her particular physiological reaction to drinking but by at least three other factors that have nothing to do with drinking or the body. They are:

- what a person *expects* to happen when he or she drinks. If someone expects to get "high," he is more likely to. (Experienced college drinkers have been given phony alcohol and have become as "high" as a control group given the real thing, simply because they expected to get "high.")
- what a person's *mood* is before drinking. Alcohol may simply accentuate an existing mood, rather than change it; therefore, for example, a depressed person after drinking may feel more unhappy than before.
- the *setting* in which a person drinks. Someone drinking in a jovial, relaxed atmosphere among close friends is more likely to get "high" and feel good than if he or she drinks alone.

These three influences make it very difficult to predict how alcohol will affect different people or even how it will affect the same person on different occasions. Keep this extreme variability of effects in mind as you read below about the major effects alcohol can have on a drinkers' thoughts, feeling, and actions. In addition, keep in mind that most of these effects result because alcohol *allows* them to occur, rather than causes them.

- Pleasure:* "... Liquor drinking falls principally under the heading of *increased awareness*. The normal man drinks to heighten pleasure and enthusiasm — to intensify, to

* It is possible in many states to purchase grain alcohol which is 95% alcohol or 190 proof.

relate, to communicate, to feel, to let go, to socialize. . . .”* At the same time, drinking may create pleasure by diminishing awareness of unpleasant feelings and realities.

2. *Inhibitions:* Alcohol tends to reduce a person's inhibitions and loosen self-control, although this effect may be experienced as a feeling of stimulation. In fact, the alcohol depresses or anesthetizes those portions of the brain that normally help keep the brakes on feelings and behavior. Some of the feelings that may be released include anger, love, affection, hostility, feelings of inferiority or superiority, overconfidence, tenderness, generosity, and jealousy. All of these feelings may result in unusual (for the drinker) behavior, such as crying, fighting, yelling, laughing, hugging, violence, and taking risks. However, people with no major inhibitions may experience no major changes in behavior when they drink.
3. *Thinking:* Alcohol, especially in increasing amounts during any given drinking episode, tends to impair a person's ability to make judgments, concentrate, and understand. In particular, it tends to prevent the inexperienced and/or neurotic drinker from realizing that his ability to think clearly and act normally is impaired. He thinks he's "sober as a judge." Experienced and mature drinkers, however, often know very well when they are impaired.
4. *Psychological Tolerance:* *Physical* tolerance to alcohol is discussed in #7 below. Regular drinkers develop *psychological* tolerance in which they learn to compensate for the impairing effects alcohol has on them, "... much as a sailor learns to walk across the deck of a rolling ship. He has learned what to expect so that if circumstances require it, he controls his behavior and performance accordingly.”** This psychological tolerance, however, may fool both the drinker and others into thinking he is sober when he may not be. As a result of psychological tolerance, one cannot determine to what extent alcohol has affected a drinker's ability to perform tasks, like driving, simply by observing his behavior in familiar and routine activities. In addition, psychological tolerance does not *prevent* alcohol from impairing thought and action; it merely enables the experienced drinker to *cope* with these effects.
5. *Efficiency:* Generally speaking, the more alcohol a person drinks, the more difficulty he or she will have performing both mental and physical tasks. However, moderate amounts of alcohol (one-two drinks, depending on the drink's strength and the drinker's weight and food intake) do not seem to impair to any significant extent the ability to engage in manual or intellectual tasks. For some people and some tasks, small amounts of alcohol may heighten efficiency or performance, perhaps by reducing tension which sometimes inhibits behavior.

A person will find it increasingly difficult to perform tasks efficiently not only as he or she drinks more alcohol, but also:

- if the person has little prior drinking experience and, therefore, has not learned how to compensate for his or her impaired ability to perform;
- if the task the person is performing is complex (like driving);
- if the person is unfamiliar with the task;
- if the person has low capacity for self-control when he or she is sober (gets upset or flies off the handle easily).

* Morris Chafetz, *Liquor: Servant of Man* (Little, Brown and Co., Boston, 1965), page 164.

** Bernard and Levi N. Larsen, *Alcohol in Our Society* (North Dakota Commission on Alcoholism: Bismarck, North Dakota, 1969), p. 28.

6. *Diseases and Bodily Damage:* There is disagreement among experts on whether and to what extent alcohol can directly cause permanent bodily damage.
- a. *Liver.* Most people who die from cirrhosis (scar tissue replacing liver cells) are heavy drinkers. Poor diet related to excessive drinking may also contribute to liver damage. Alcohol is known to be directly damaging to the liver in other ways, depending on the amount, duration, and drinker's own reactions to alcohol. However, to date there is no evidence that drinking small amounts over a lifetime causes *permanent* liver damage.
 - b. *Brain.* Evidence from one source indicates alcohol permanently destroys brain cells. Evidence from other experiments is not yet available to verify or contradict these findings. If alcohol does kill brain cells, the question then becomes how many extra cells an individual has that can take over the function of those destroyed during a human lifetime.
 - c. *Stomach.* Large amounts of alcohol, particularly in a concentrated form, seem to irritate the stomach lining, especially in people with ulcers.
 - d. *Delirium Tremens.* Alcoholics who stop drinking may have the "DTs" in which shaking may be accompanied by hallucinations, confusion, convulsions, delirium, and, occasionally, death. The condition is the body's response to suddenly being deprived of alcohol when it has adapted to regular, heavy amounts.
 - e. *Death.* Very large amounts and concentrations of alcohol (e.g., a quart if drunk rather rapidly, say in 5-30 minutes) may occasionally cause death by anesthetizing the brain center which controls breathing. One thousand people die each year in the United States from alcohol overdoses.
7. *Physical Tolerance:* Moderate or excessive drinking over a period of several years usually diminishes many effects of alcohol on the body, so that more alcohol is required to produce the same effects. (See discussion of *psychological* tolerance in point 4 above.)
8. *Body Temperature.* People who drink usually feel warmer because alcohol expands the capillaries near the skin's surface and therefore increases the blood supply to the skin. However, although a drinker may feel warmer, body temperature has actually gone down.
9. *Medicinal Uses:* Alcohol will not help snake bites and shock; it may in fact add to the danger because bites and shock cause a dangerous lowering of blood pressure and body temperature and alcohol worsens those conditions. However, alcohol may relieve some of the discomfort of colds, as would any anesthetic, and may relax congested air passages and permit easier breathing. It can be useful as a pain reliever and relaxant. Moderate amounts of alcohol facilitate sleep, but heavy drinking produces a drugged sleep, perhaps better than being awake, but not as healthful as normal sleep.
10. *Energizer:* While alcohol helps some people sleep, it seems to act as a stimulant for others, relieving their fatigue. In fact, alcohol is a depressant which makes some people *feel* more energetic by dulling the part of the brain that tells us when we are tired and by helping us to forget our worries.
11. *Food/Weight:* Alcohol is a food — that is, it supplies calories. As a result, surgeons sometimes inject it intravenously into patients who cannot be fed solid food before or after operations. For people who eat solid food, however, alcohol is indirectly fattening because the calories it supplies are used immediately by the body so that any

food that is also eaten is stored as fat instead of being burned off since the body is busy burning off the calories supplied by the alcohol *first*.

12. *Hangovers*: Hangovers do not seem to be related to the number of drinks someone has consumed the night before. Some drinkers never get hangovers, while others get them on occasion. Hangovers may be due to the presence of congeners (substances in alcoholic beverages) which remain in the body after the alcohol has been oxidized or due to the minute expansion of the blood vessels in the brain causing a headache. Another possible explanation is that all the worries, fatigue, anger, etc. that the alcohol enabled the drinker to forget the night before come back the next morning worse than ever. Moreover, the person the morning after may be consciously or unconsciously upset at what he may have said or done while he was drinking the night before, and this upset may contribute to the hangover. There are no cures for hangovers. Only time (with perhaps help from aspirin) can "cure" a hangover.
13. *Combined with Other Drugs*: Alcohol when combined with certain other drugs, particularly tranquilizers, barbiturates, and heroin, has an even more depressing effect on the brain. The two drugs combined do not produce the effect of simply doubling the dose, or 1 plus 1 equalling 2; rather, each drug makes the other more potent so that the effect is like 1 plus 1 equalling 3 or 4. For example, many people who supposedly die from an overdose of heroin or barbiturates have also been drinking heavily at the time.

● Problem Drinking and Alcoholism

There are two kinds of people who drink too much: *problem drinkers* and *alcoholics*. Both kinds have *problems* because they drink too much. But in other respects they differ.

Problem Drinkers. First of all, problem drinkers may not drink very often. For example, the person who gets high while bowling or playing cards only on Friday evenings *and then drives home* has a drinking problem even if he or she doesn't touch alcohol for the rest of the week. Such a person is risking a serious traffic accident 52 times a year. A person with an ulcer may set a limit of one martini a day before dinner. However, since alcohol in concentrated doses irritates the stomach, this person, too, may have a drinking problem.

Most problem drinkers not only drink less often than alcoholics, they can also *control* their drinking if they want to. If ordered by a doctor to stop or reduce their drinking, they could probably do so. Problem drinkers can also drink socially — that is, *not* get high or drunk *if they feel the situation calls for staying sober*.

Alcoholics: There are, however, people who *cannot normally control* their drinking. Such people are called alcoholics. Usually, alcoholics spend at least part of every day not just drinking, but getting high or drunk. And they can't drink socially; if they take one drink, they keep right on drinking until they're drunk.

At present there is no definition of alcoholism that satisfies all. The following one is widely accepted:

Alcoholism is a chronic disease, or disorder of behavior, characterized by the repeated drinking of alcoholic beverages to an extent that exceeds customary dietary use or ordinary compliance with the social drinking customs of the community, and which interferes with the drinker's health, interpersonal relations, or economic functioning.

However, alcoholics can often go through the major part of an entire day — every day — without drinking. But as soon as they get off work, or as soon as the weekend arrives,

they drink until they get drunk. Unlike the problem drinker, they *must* get drunk those evenings or weekends.

Some alcoholics can also stop drinking for a week or even several months. But sooner or later they go back to drinking. (Sometimes they stop drinking for a while just to "prove" to their families or to themselves that they aren't alcoholics. Then, thinking they've proved their point, they start getting drunk again.)

Because some alcoholics *appear* to be able to control their drinking, it is often difficult in practice to distinguish between problem drinkers and alcoholics. Moreover, a problem drinker may simply be an alcoholic in an early stage of his or her disease.

Alcoholism, A Disease. At one time, people felt that alcoholics were "sinners" — immoral people who acted against God's will on purpose. Later, alcoholics were treated as criminals and jailed or fined. Today, most health workers consider alcoholism to be an illness — a disease like tuberculosis or diabetes. In this sense, alcoholism is not the drinkers' fault — they're not to blame for drinking so much; it's beyond their control. Alcoholics cannot be blamed for drinking too much any more than tuberculosis victims can be criticized for coughing too much. Alcoholism is also felt to be an illness in the sense that its "cure" lies not in punishment or ignoring the problem, but rather in treatment. (However, many people continue to use the term "reformed" alcoholic when they mean "recovering" alcoholic. The connotation of criminality in the word "reformed" is inappropriate in light of the disease concept of alcoholism.)

Most people think that the final stage for alcoholics is when they end up on skid row. However, only 5 percent of all alcoholics end up on skid row.

Most alcoholics are employed or employable, family-centered people. More than 70 percent of them live in respectable neighborhoods, with their husbands and wives, send their children to school, belong to clubs, attend church, pay taxes, and continue to perform more or less effectively as businesspersons, executives, homemakers, farmers, salespersons, industrial workers, clerical workers, teachers, clergy, or physicians. To outsiders, in fact, alcoholics often seem to lead normal lives — partly because their families may try to cover up for them. But those who are close to them usually know better.

There are between 5 and 10 million alcoholics in America today and several million more problem drinkers.

Some people think that the poor have most of the drinking problems, but in fact people from every social class and ethnic group have drinking problems. And while more men have drinking problems than women, there may be as many as two million women alcoholics in America. Women alcoholics tend to hide their drinking more than men because "it doesn't look nice" for women to be seen drunk and because many alcoholic housewives drink only at home where they are not seen.

Causes of Problem Drinking and Alcoholism. There are three theories about why people keep on drinking even though alcohol is causing serious problems for them:

- Psychological theories hold that something in the personality of problem drinkers and alcoholics — their thoughts and feelings — causes them to drink. These feelings may have developed at an early age as a result of the way their parents raised them or they may have resulted from a series of shocking events which happened when they were very young, such as several deaths in the family.
- Social theories stress that how people drink is determined by their society or culture. For example, the relatively large number of Irish persons who develop drinking problems has been explained as resulting in part from poverty and oppression in Ireland. Italians, Jews, and Orientals are thought to develop few drinking problems be-

cause their cultures frown on drunkenness and encourage moderate social drinking at an early age.

Some people become problem drinkers because their circle of friends or their culture doesn't stress or admit to the dangers of drinking too much. Many people, for example, think they can drive safely or swim easily after three or four drinks.

- Biological theories for alcoholism stress two different points. One suggests that alcoholism may be inherited since half of all alcoholics have an alcoholic father or mother. Careful studies show that this may be true, but as yet no one knows for sure. What's also interesting is that most children of alcoholics do *not* develop drinking problems, while half of all alcoholics did *not* have a parent who was an alcoholic. This would seem to prove that alcoholism is not inherited most of the time.

Other people feel that alcoholics may have or lack some chemical in their bodies which makes them crave alcohol or be affected by alcohol more than other people.

Unfortunately, no one knows for sure why many people, including more and more teenagers, develop drinking problems. Research into this matter is currently being conducted.

Treatment: Alcoholism is a treatable condition from which as many as two-thirds of its victims can recover. There are many different types of drinking problems and numerous kinds of treatment techniques available. The challenge is to identify the needs of the individual and to match them with the most appropriate therapy.

There are three important types of treatment which seem to help many problem drinkers and alcoholics.

1. *Alcoholics Anonymous* seems to be the most successful source of help for alcoholics. AA has 13,000 local groups composed of recovering alcoholics who get together one or more times a week to help each other get sober and stay sober. It has over a half million members world-wide. At AA meetings, members discuss why they used to drink so much, what their drinking did to them, how they've managed to stop drinking, and what life has been like since they stopped.

AA believes that people never recover from alcoholism — just as people never recover from diabetes. AA believes that "once an alcoholic, always an alcoholic," in the sense that alcoholics must never drink at all again if they hope to stay sober.

Two organizations have used the AA model for helping the relatives of alcoholics. The teenage children of alcoholic parents can join Alateen. Al-Anon is available to the husbands and wives and other relatives of alcoholics, whether or not the alcoholic family member is in AA. In both Alateen and Al-Anon, members talk less about helping the alcoholic than about how they can help *themselves* to avoid being "dragged down" by the alcoholic in their family. The value of membership in both Al-Anon and Alateen is in learning that one is not alone in this predicament and in taking advantage of others' trial-and-error attempts at better adjustment.

2. A second major type of help for both alcoholics and problem drinkers is "*talking*" cures. With this form of treatment, abusive drinkers talk with psychiatrists, psychologists, social workers, or group discussion leaders about their problems. While talking things over with a friend or relative can be very helpful, often someone trained to help people with their problems can be more effective.

3. *Drugs* are sometimes used to help alcoholics to stop drinking. The best known such drug is Antabuse (disulfiram). Drinkers who take Antabuse every day get violently ill if they then have a drink with any alcohol in it. (Even being around alcohol fumes or eating

food containing uncooked alcohol can make them sick.) If problem drinkers have the motivation to take their Antabuse every morning, they have "solved" their drinking problems for at least that day.

In addition to getting help from other people to stop their abusive drinking, many alcoholics and problem drinkers cut down on their drinking on their own. For unknown reasons, they often just drink less as they get older. (The same thing happens with heroin addicts, too.) Perhaps they come to terms with life's problems; maybe they have more responsibilities which heavy drinking interferes with; possibly alcohol has stronger effects on them as they age.

Finally, some alcoholics and problem drinkers stop drinking when they have to face something which they feel is even *more* painful than giving up alcohol. Sometimes a husband (or wife) will stop drinking when his wife (or the husband) is ready to get a divorce or when his boss threatens to fire him. Making the problem drinker "shape up or ship out" has been called "tough love." It involves telling the problem drinker that you care for him or her but won't put up with the drinking because you come first.

Most communities have places where problem drinkers and alcoholics can find help. These places are usually listed in the telephone book under the Department of Mental Health or Public Health.

● Alcohol and the Law

Each state has its own statutes regulating the use, purchase, and sale of alcoholic beverages. However, many of these laws, particularly those prohibiting public intoxication and being a common or habitual drunkard, have been found unconstitutional by recent Supreme Court decisions which prohibit the punishment of alcoholics for public intoxication under the criminal law. The variety of remaining laws include the following:

- *Public intoxication.* The typical legislative enactment prohibits public intoxication. The courts have interpreted this to include virtually every place except a private home. However, public drunkenness as of 1975 had been eliminated as a crime in at least 15 states.
- *Drinking in public.* Some states expressly prohibit drinking in public (that is, outside the home, bars, etc.), while this activity is also sometimes encompassed within broadly worded loitering and disorderly conduct statutes.
- *Drunk and disorderly.* Some states specify being drunk and disorderly as an offense.
- *Sales to minors.* All states prohibit the sale of alcoholic beverages to individuals who fall under a certain age stipulated by law. Recently, many states have lowered this age from 21 to 18 or 19.
- *Purchase and possession.* State laws regulate the age under which it is illegal to buy, pay for, order, drink, or handle alcoholic beverages, or attempt any of the preceding.
- *Driving while intoxicated (DWI).* Most states have a law which stipulates that a driver whose blood alcohol concentration is found to have been .10% or over is presumed to have been driving under the influence of alcohol, while a blood alcohol level below .05% is presumptive evidence that a driver was not driving while intoxicated. Levels in between .05% and .10% carry no presumption and may be used as evidence by either prosecution or defense in a trial to determine if a driver was intoxicated while operating a motor vehicle. A few states have *per se* laws which stipulate that a driver whose blood alcohol concentration is found to be over a certain percentage, usually .15%, is automatically guilty of DWI. No further proof or argument in court is needed.

There is also a close connection between drinking and the commission of a number of other felonies. For example, studies have indicated that drinking may be involved in two-thirds of all murders, close to half of all assaults, and a third of all forcible rapes.

IV. RESOURCES

The following materials are available from publishers or libraries. The alcohol topics they treat are listed after each entry. Additional student and teacher literature can be identified by examining the bibliographies in the materials recommended below and by writing for catalogs to the agencies and organizations listed at the end of the bibliography.

Materials for Teachers

1. Gail Milgram, *Alcohol Education Materials: An Annotated Bibliography*. Rutgers Center of Alcohol Studies (New Brunswick, New Jersey: 1975), paperback. 304 pages. \$12.50. BIBLIOGRAPHY.
2. Robert D. Russell, "What Shall We Teach the Young about Drinking?" Rutgers Center of Alcohol Studies (New Brunswick, New Jersey: 1970), pamphlet. 14 pages. 25¢. EDUCATIONAL PHILOSOPHY.
3. Peter Finn, "The Role of Attitudes in Public School Alcohol Education." Reprint of article from the *Journal of Alcohol and Drug Education*, 1975. Available from the author c/o Abt Associates Inc., Cambridge, Mass. 7 pages. Free. EDUCATIONAL PHILOSOPHY.
4. Peter Finn, "Alcohol: You Can Help Your Kids Cope." Reprinted from *Instructor*, November, 1975. Available from the author c/o Abt Associates Inc., Cambridge, Mass. 7 pages. Free. EDUCATIONAL PHILOSOPHY; CLASSROOM ACTIVITIES.
5. Raymond G. McCarthy (ed.), *Alcohol Education for Classroom and Community*. McGraw-Hill Book Company (New York: 1964), hardbound. 308 pages. \$7.50. EDUCATIONAL PHILOSOPHY; TEEN-AGE DRINKING; EFFECTS; DRINKING PATTERNS; ALCOHOL AND CRIME; ALCOHOL AND DRIVING; ALCOHOLISM; ALCOHOL INDUSTRY; ADVERTISING.
6. Peter Finn and Judith Platt, *Alcohol and Alcohol Safety: A Curriculum Manual for Junior High Level. A Teacher's Activities Guide*. U.S. Government Printing Office (Washington, D.C.: 1972), oversize paperback. 467 pages. \$8.00. CLASSROOM ACTIVITIES.
7. Peter Finn and Judith Platt, *Alcohol and Alcohol Safety: A Curriculum Manual for the Elementary Level: A Teacher's Activities Guide*. U.S. Government Printing Office (Washington, D.C.: 1972), oversize paperback. 216 pages. \$5.25. CLASSROOM ACTIVITIES.
8. Morris Chafetz, *Liquor: The Servant of Man*. Little, Brown (Boston: 1965), hardbound. 236 pages. Out of print. EFFECTS; ALCOHOLISM; DRINKING PATTERNS.
9. Charles R. Carroll, *Alcohol: Use, Nonuse and Abuse*. William C. Brown (Dubuque, Iowa: 1970), paperback. 84 pages. 95¢. DRINKING PATTERNS, PROBLEM DRINKING AND ALCOHOLISM, EFFECTS; MANUFACTURE.
10. National Institute on Alcohol Abuse and Alcoholism, *Facts about Alcohol and Alcoholism*. U.S. Government Printing Office (Washington, D.C.: 1974), pamphlet. 44 pages. 70¢. REASONS FOR DRINKING; EFFECTS; PROBLEM DRINKING AND ALCOHOLISM.
11. Margaret Bacon and Mary Brush Jones, *Teen-Age Drinking*. Crowell (New York: 1968), hardbound. 228 pages. \$5.95. TEEN-AGE DRINKING; REASONS FOR DRINKING; DRINKING PATTERNS; EFFECTS; DRINKING AND DRIVING; PROBLEM DRINKING.
12. K. A. Rouse, *The Way to Go*. Kemper Insurance Group (Long Grove, Illinois: 1972), pamphlet. 17 pages. Free. DRINKING AND DRIVING; EFFECTS.

Materials for Junior High School Level Students

1. Gail G. Milgram, *What Is Alcohol? And Why Do People Drink?* 1975. 25 pages. Presents reasons why it is important to learn about alcohol, describes what alcohol is, why people drink it, and what its effects are. Several diagrams and photographs. 75¢ from Publications Division, Center of Alcohol Studies, Rutgers University, New Brunswick, New Jersey 08903.
2. *Thinking About Drinking*. 1968. 31 pages. Gives information on how many teenagers drink, why they drink, and how much they drink. Also tells about alcohol's effects. 35¢ from the U.S. Government Printing Office, Washington, D.C. 20402. Free from many local alcoholism agencies.
3. Margaret O. Hyde, *Alcohol: Drink or Drug?* 1974. 150 pages. Focuses primarily on problem drinking and alcoholism, but has good descriptions of how wine, beer, hard liquor and other alcoholic beverages are made, as well as an account of drinking in history. \$4.72 from McGraw-Hill Book Co., Box 402, Hightstown, New Jersey 08520.

Materials for Upper Elementary and Junior High Level Students

1. *TROUBLED TEENS* by Edwin Bowers. 1971. 20 pages. Discussion of how young people with alcoholic parents can handle their own problems. Single copy free from Public Education, The Bureau of Alcoholic Rehabilitation, Post Office Box 1147, Avon Park, Florida 33825.
2. *DRINKING MYTHS*. 1975. 22 pages. 18¢ from Products Division, U.S. Jaycees, Box 7, Tulsa, Oklahoma 74102.

Novels for Students

1. *THE SEVENTEENTH SUMMER* by Maureen Daly. Fifth grade and up. Story of a 17-year old girl's first experience with love and drinking. Paperback (Pocket Books).
2. *YOU CAN'T GET THERE FROM HERE* by Earl Hamner, Jr. Fifth grade and up. Novel about a boy who spends a day in New York City trying to find his father who is an alcoholic. Hardbound (Random House, Inc.).
3. *FLAP* by Clair Huffaker. Seventh grade and up. Novel about a group of Indians who get drunk and take over a bulldozer to protect their land. Paperback (Popular Library).
4. *JENNIFER* by Zoa Sherburne. Fifth grade and up. Story about a girl whose mother is an alcoholic. Hardbound (William Morrow, Inc.).
5. *THE LONG RIDE HOME* by James L. Summers. Fifth grade and up. Story which shows the effects an alcoholic father has on his high school son and daughter. Hardbound (Westminster Press).
6. *ONE DAY AT A TIME* by Regina Woody. Sixth grade and up. Story of a 13-year-old girl whose mother is an alcoholic. Hardbound (Westminster Press).

You may also want to write to one or more of the following organizations and agencies for catalogs of additional literature on alcohol. These groups can also provide information for help with drinking problems.

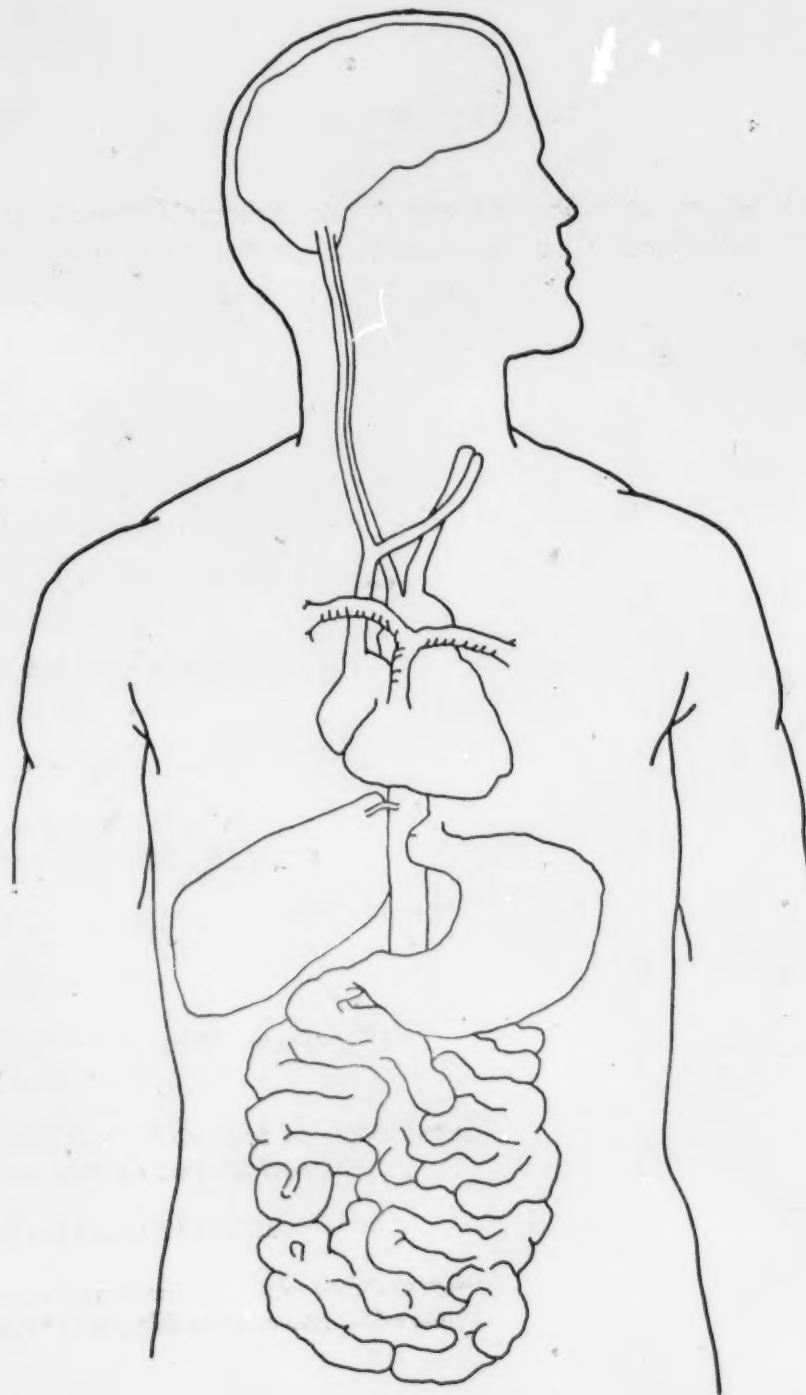
- Publications Division
Rutgers Center of Alcohol Studies
Rutgers University
New Brunswick, New Jersey 08903
- U.S. Jaycees
Products Division
Box 7
Tulsa, Oklahoma 74102
- The National Council on Alcoholism (NCA)
733 Third Avenue
New York, New York 10017
(Consult telephone book for local chapter.)
- Addiction Research Foundation (ARF)
33 Russell Street
Toronto 179, Ontario, Canada
- The National Clearinghouse for Alcohol Information (NCALI)
Box 2345
Rockville, Maryland 20852
- Alcohol and Drug Problems Association of North America (ADPA)
1130 17th Street, N.W.
Washington, D.C. 20036
- Alcoholics Anonymous (AA) World Services, Inc.
P.O. Box 459
Grand Central Station
New York, New York 10017
- Al-Anon Family Group Headquarters, Inc.
P.O. Box 182
Madison Square Garden
New York, New York 10010
- National Congress of Parents and Teachers
Alcohol Education Project
700 North Rush Street
Chicago, Illinois 60611
- Local services
 - State Divisions of Alcoholism
 - State Departments of Education
 - State Departments of Mental Health
 - State Safety Councils
 - Local AA, Al-Anon, and Alateen groups, listed in most telephone directories
 - Local chapter of National Council on Alcoholism

QUESTIONS ABOUT ALCOHOL

Below is a short list of statements about alcohol. You may not know whether they are true or false, but try your best. Please do *not* write your name on the paper. This is only a fun quiz, and I won't be grading your paper.

	TRUE	FALSE
1. Alcohol is a drug.	T	F
2. A hangover is the awful feeling that some people have the day after drinking too much.	T	F
3. A good way to get rid of a hangover is to have a big breakfast.	T	F
4. A hot shower is also a good cure for a hangover.	T	F
5. Alcohol slows you down.	T	F
6. Most of the alcohol people drink enters the bloodstream through the stomach.	T	F
7. Anti-freeze and rubbing alcohol have methyl alcohol in them which can blind or kill you if you drink them.	T	F
8. Beer and whiskey contain what is called ethyl alcohol.	T	F
9. If two people drink the same number of beers, they will both get the same feelings.	T	F
10. Whiskey is almost all alcohol.	T	F
11. Write a sentence describing how someone may feel after having two or three drinks at a party.		

SPIRIT MASTER #2: ROUTE ONE: ACTIVITY #7



SPIRIT MASTER #3. THE PARTY'S OVER: ACTIVITY #1

DRINKING EXPERIENCE POLL

Circle your answers.

1. Have you ever drunk alcohol (at least one glass)? (circle one)

yes no

If not, skip to question 8.

2. If so, how many times? (circle one)

1 2-4 5-10 11-20 over 20

3. When you drank, was it usually (circle one)

alone? with others?

4. When you drank, what kind of drink was it? (circle one *or more*)

beer wine whiskey other:

5. How old were you when you had your first drink? (circle one)

under 8 9 10 11 12 13 don't remember

6. Where and with whom did you have your first drink? (circle one *or more*)

with parents with relatives with friends alone

at home at a friend's home at a relative's home

in a car in a restaurant in school other:

7. If you drink now, where and with whom do you drink? (circle one *or more*)

with parents with relatives with friends alone

at home at a friend's home at a relative's home

in a car in a restaurant in school other:

8. Do you think you can or could handle alcohol as well as or better than someone who is:

40 years old yes no

21 years old yes no

9 years old yes no

9. Do you think there should be a legal drinking age? (circle one)

yes no

10. If you do, what should it be? (circle one)

under age 10 11-15 16 17 18 19 20 21 over 21

SPIRIT MASTER #4. THE PARTY'S OVER: ACTIVITY #6

Dear Abbey,

I'm 13 years old and sometimes when I go out with my three best friends they get an older brother to buy us some beer. Usually someone's parents are out and we go over to his house and drink. My friends get pretty high and sometimes drunk. I try to drink as little as possible, but they keep pressing me to drink more. If my parents catch me, I'll be grounded for weeks, and I'm not really that interested in drinking anyway. But these are my closest friends. What can I do?

Pressured

How will you respond?

Dear Abbey,

Last week I went to the movies with three friends. On the way home we ran into one of their older brothers who had a case of beer in his car. He gave us a six pack saying, "It's about time you found out what life's all about." My friends thought this was a great chance and we all went to the river to drink. I refused to drink because I think I'm too young (I'm 12 years old) and because it's not worth getting caught by my parents and upsetting them and being punished. But my friends have now passed the word around the school that I'm chicken and a fink. The kids who believe them are the ones I want for friends because they're my type of friend, but I'm sick of getting picked on and being given the "cold shoulder." What can I do?

Bothered

How will you respond?

Dear Abbey,

We live in a 'dry' town where everyone pretends not to drink. Of course, all the people who like their liquor just drive to the next town to get drunk. My family has wine with meals at home, which isn't against the law. But the kids I go around with call my family "a bunch of drunks" behind my back. Just last night a very good friend told me that I shouldn't start by having wine with meals, or I'll end up an alcoholic. That's never happened to anyone in my family that I know of. But could my friends be right?

I don't want to be picked on by my friends, but I want to fit in at home, too. Whom do I listen to?

Befuddled

How will you respond?

SPIRIT MASTER #5. LIKE FATHER, LIKE SON?: ACTIVITY #2

QUESTIONS ABOUT ALCOHOLISM

Below is a short list of questions about alcoholism. You may not know the answers to all of these questions, but try your best. Some of the questions do not even have right or wrong answers. Do *not* write your name on the paper. This is not a test and I will not be grading your papers.

1. Alcoholics are people who (check all the answers you agree with):
 - a. drink too much once in a while True ____ False ____
 - b. usually can't stop drinking once they start until they get drunk True ____ False ____
 - c. have problems because of their drinking True ____ False ____
2. Nobody can become an alcoholic by drinking just beer. (check one)
True ____ False ____
3. Most alcoholics have jobs and live with their families.
True ____ False ____
4. Almost all alcoholics are men; there are very few women alcoholics.
True ____ False ____
5. If we put alcoholics in jail, they would never drink too much again after they got out.
True ____ False ____
6. If alcoholics really wanted to, they could easily "pull themselves together" and stop drinking without anyone's help.
True ____ False ____
7. Alcoholics must drink every single day.
True ____ False ____
8. There are a lot more alcoholics in this country than drug addicts.
True ____ False ____